



U.S. Department of Housing and Urban Development
Office of Lead Hazard Control

Lead-Based Paint Training Program for Remodelers and Renovators

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and Urban Development

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LEAD-BASED PAINT TRAINING PROGRAM

**for
REMODELERS and
RENOVATORS**

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INTRODUCTION

ABOUT THIS COURSE

This document contains the **Instructor and Participant Manuals** for the ***Remodelers and Renovators¹ Lead-Based Paint Training Program***. This course was developed by the National Association of the Remodeling Industry (NARI) with funding from the U.S. Department of Housing and Urban Development's (HUD) Office of Lead Hazard Control (OLHC). The instructor's manual guides the instructor through the presentation of the course materials and is designed to be used in conjunction with the **Participant's Manual** which is consistent with the instructor's slides.

COURSE DESCRIPTION

This course was developed for the remodeling and renovation industry. Its purpose is to provide workers with the information they need to understand that lead-based paint can create health hazards and that such hazards can be controlled by using proper work practices. The course provides an overview of lead-safe work practices. The trainer should emphasize the importance of integrating the practices described in this course into remodelers' and renovators' routine work activities.

This course is also designed for workers who perform paint stabilization, interim controls, or standard treatments for federally assisted activities pursuant to 24 Code of Federal Regulations (CFR) Part 35. Students successfully completing this course meet the performance standard of HUD's Lead Paint Regulation 24 CFR Part 1330(a)(4).

This course is organized into 9 training modules which typically takes about 8 hours of instruction time. They are listed below. The curriculum is organized to provide participants a basic background in lead-based paint and lead poisoning (Sections A, B); an outline of the Federal requirements (Section C); an overview of methods of detection and control (Section D), and an outline of how to incorporate lead-safe practices into remodeling and renovation activities (Sections E, F, G, H, and I).

• OUTLINE OF THE COURSE

- Section A – Lead-Based Paint and Lead Poisoning - Background
- Section B – Health Effects
- Section C – Laws and Regulations
- Section D – Identifying and Controlling Lead-Based Paint Hazards
- Section E – Lead-Safe Renovation and Remodeling
- Section F – Resident Protection and Worksite Preparation

¹ When the term remodelers/renovators is used it also includes general rehabilitation workers such as carpenters and painters.

Section G – Working Lead-Safe
Section H – Cleaning Up
Section I – Waste Management

AUDIENCE FOR THIS COURSE

This course is designed for people who work in the remodeling and renovation industry, including sales, marketing and administrative personnel as well as workers and supervisory staff. It is assumed that the audience is knowledgeable of remodeling and renovation activities.

This course is also designed for general rehabilitation workers such as dry wallers, painters, and carpenters.

COURSE OBJECTIVES

This course will teach participants the need for lead safe work practices and strategies for implementing them. It will also give them an idea of what a lead safe program entails and will motivate them to seek professional help for jobs that need abatement. The course was designed with concrete objectives for participant learning as outlined below.

***Note:** This course does not train people to perform lead-paint abatement, although it will prepare workers to perform interim control programs in a lead-safe manner. Courses for these activities are available from accredited lead training providers. Persons completing this course are not qualified to perform lead-based paint abatement. (Contact your state for a list of local accredited lead training providers or call 1-800-424-LEAD.)*

- **OBJECTIVES**

By the end of this course, the participant will understand and be able to explain the following:

- The extent of lead-based paint in housing
- The health effects of lead exposure on children and adults
- The Federal regulations that apply to lead-based paint in housing and what requirements apply when working with lead-based paint. (The trainer should research state and local laws and incorporate these into the course as well.)
- Lead hazard control methods
- The need for resident and worker protection during remodeling and renovation activities
- The meaning of “work smart, work clean, work wet”
- Effective Cleanup & Clearance
- Basic principles of waste management

NOTES TO THE INSTRUCTOR:

INSTRUCTOR QUALIFICATIONS

The success of this course depends highly on the trainer's level of experience and preparation for the course. This course should be taught by a trainer with several years experience teaching lead-based paint courses or similar environmental courses. The box summarizes the knowledge that an instructor should have to teach this course. Instructors should feel comfortable answering questions in all of these areas before attempting to deliver this course.

- **INSTRUCTOR KNOWLEDGE AND EXPERIENCE**

To teach this course well and be able to field all questions from participants, the instructor should have a strong working knowledge and understanding of:

1. Lead-based paint issues – the background, child and adult health effects, federal, state, and local regulations, and lead hazard evaluation and control options.
2. Title X of the 1992 Housing & Community Development Act and Toxic Substance Control Act (TSCA), Sections 402 and 406 (40 CFR 745)
3. Occupational Safety and Health Act - Lead in Construction Regulation (24 CFR 1926.62).
4. The difference between lead abatement and lead-safe remodeling.
5. Technical issues associated with remodeling and renovation – work standards, codes, practices, design and planning, client/community sensitization/awareness issues.
6. Business and economic aspects of remodeling and renovation projects – quality, costs, and service.
7. Methods of motivating the remodeling and renovation worker, supervisor, and subcontractor.
8. Legal liability and insurance issues specific to the remodeling and renovation contractor.
9. Personal protective clothing and respirators – their limitations, care, and use.
10. HEPA vacuums, maintenance and care issues.
11. Specialized cleaning techniques for lead dust and clearance procedures.
12. Waste Management
13. HUD Guidelines for the Evaluation and Control of Lead-Based Paint Hazards in Housing and “Lead Paint Safety A Field Guide for Painting, Home Maintenance, and Renovation Work”

INSTRUCTOR'S RESPONSIBILITIES

Successful training also depends upon effective delivery of course materials. While this manual provides specific guidance about presenting this course, instructors will need to use their professional expertise and training experience in preparing their lessons and adapting their deliveries to address the needs of the participants in each session. The key responsibilities of each instructor are to:

- Understand the material in the Participant Manual;
- Prepare for each lesson based on the guidance and instructions in the Instructor Manual;
- Deliver course and accomplish learning objectives within 8 hours;
- Make sure that questions from participants are answered, or refer them to an appropriate resource;
- Reinforce course objectives throughout the training;
- Deliver post-training test (closed book);
- Provide certificate signed by training provider.
- Instructors (or their training organizations) should retain records of those who complete the course and pass the test, including test scores and copies of course completion certificates.

USING THE INSTRUCTOR'S MATERIALS

In addition to this manual, instructors will need the following:

- Participant Manual for the Course
- Instructor Manual and Viewgraphs
- Visual aids and reference materials

• USEFUL VISUAL AIDS AND REFERENCE MATERIALS

Paper copies of viewgraphs are provided as part of the instructor's packet. However, the following items may be useful for illustrating course materials.

1. Half-Mask Air-Purifying Respirator/HEPA cartridge
2. Protective suits, hoods and booties (disposable and washable)
3. Goggles
4. Gloves
5. 6 mil poly sheeting or equivalent
6. 6 mil poly bags or equivalent
7. Duct tape or equivalent
8. Warning signs and tape (OSHA required warning for lead – see the HUD Guidelines)
9. Spray bottle/garden sprayer
10. Dust testing equipment – wipes, gloves, test tubes, template, tape
11. 3 Buckets and Mop
12. EPA/HUD/CPSC pamphlet "Protect Yourself from Lead in Your Home"

13. EPA pamphlet “Reducing Lead Hazards When Remodeling Your Home”
14. OSHA pamphlet “Lead in Construction”
15. Copies of Federal, state and local regulations and codes related to lead-based paint
16. Lead Based Paint Planning Tool (available from NETA – 602/956-6099)

The Instructor's Manual walks the instructor through the presentation of the key topics in each section. The top of each page contains a copy of the visual slides, while the remainder of the page provides guidance to the instructor about the information and activities to be covered. The notes to the instructor assume that the instructor is familiar with the content and organization of the material and has sufficient background to elaborate on the points presented on the slides.

The notes for each slide are organized as follows. A general statement characterizes the content and use of the slide. Then, as applicable, the following items are highlighted:

- **Key points.** The text highlights points that should be addressed as the instructor talks through the items listed on each slide. **Important points** are flagged with the icon shown below to ensure they are covered.
- **Visual aids.** The text also identifies appropriate places to use visual aids. Sometimes the visual aid will be an additional viewgraph provided with the instructor's materials. Other times the visual aid will consist of a physical object that should be provided by the instructor. A list of items to collect as visual aids is provided at the end of this chapter.

The icons shown below are used in the Instructor's Notes to distinguish these activities from talking points.



Important Point



Visual aid



Exercise

COURSE EVALUATIONS

To help ensure that training deliveries are meeting the course objectives, an evaluation form is provided. This form asks participants to rate the content, instruction and activities of each module, and then provide open-ended questions about what the participants liked most and what they would change. Ideally, instructors should distribute this form at the end the day, so as to get accurate feedback on the day's activities. The results can be used to track the success of the course and identify components where modifications could enhance the effectiveness of the training.

PARTICIPANT EXAMINATION

To help measure the effectiveness of the training delivery in meeting the learning objectives of the course, the curriculum includes a 20 question examination. This exam should be given to participants at the end of the course. It takes approximately 30 minutes to administer. Students then trade exams and grade them. The instructor should collect all the examinations to see the grades and assess how well the audience learned the lessons taught in the course. Based on the participants' performance on the examination, the instructor may want to adapt the training delivery to emphasize the more difficult lessons.

SETTING UP FOR THE COURSE

When preparing to give this course, the instructor has some advance planning to do. The points below outline some key considerations prior to course delivery. (See the checklist at the back of this chapter.)

- **Ideal class size.** The ideal class size for this course is approximately 25 to 75 participants. When registering people for the course and arranging for training facilities, it is best to keep this number in mind.
- **Setting up for training.** A classroom set up (rows of tables facing the front of the room) is the best way to set up the room. Remember to arrange with the training facilities for a room that is appropriate in size and shape for this set-up.
- **Materials needed.** The instructor should also arrange for all appropriate AV equipment – Slide/Overhead Projector, Flipcharts or blackboard, and collect appropriate visual aids (see list below).

THINGS TO COVER DURING THE INTRODUCTION TO THE COURSE

So, you are ready to train the course! Here are some things to remember as you begin to introduce the course.

- **Introduce yourself .** Explain your credentials to give the course.
- **Introduce the course.** State that this is training developed by NARI with funding from HUD.
- **Point out key facilities.** Let participants know where phones, restrooms, business centers, and other key facilities are located.
- **Introduce the Student Manual.** Walk students briefly through the manual and point out key resources, particularly the appendices. Provide a general overview of the flow of the course.

- **Begin with Section A of the curriculum (LEAD-BASED PAINT AND LEAD POISONING BACKGROUND).** This section begins with a short icebreaker exercise that is described in Section A of this Instructor's Manual.

REMINDER!!

To print the slides with the instructor's notes, in Powerpoint, select File > Print > Print What > Notes Pages. To print the slides as handouts for the students, in Powerpoint, select File > Print > Print What > Handouts (3 slides per page).

CHECKLIST FOR DELIVERING THE COURSE

Organizing the course

	1. Arrange for Appropriate Room Size and Set-Up
	2. Reserve AV
	Overhead Projector
	Flipcharts
	Computer (if delivering course directly from electronic files)
	3. Ship Student Materials to Site
	Student Manuals
	Exercises
	Evaluations
	Student Exam
	Other handouts
	4. Bring/Ship Instructor Materials
	Instructor Manual
	Overheads
	Visual Aids

On-site

	1. Check Classroom Set Up
	2. Check AV
	3. Prepare for registration

After training

	1. Review Evaluations
	2. Review Student Examinations
	3. Assess the Effectiveness of Training Delivery and Make any Necessary Changes